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| STAGE 1 – DESIRED RESULTS | |
| **Unit Title: \_\_\_\_World History Modern World (1500-Pres)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Established Goals:**  **10SS1**: Students analyze the effects of the Renaissance in Europe.  **10SS2:** Students analyze the historical developments of the Reformation.  **10SS7**: Students analyze the causes and trace the course of the first World War.  **10SS4**: Students compare and contrast the Revolutions of America, France, and Latin America and their enduring effects on Global political expectations for self-government and individual liberty.  **10SS6**: Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries; Africa, Southeast Asia, China, India, Latin America, or the Philippines. | |
| **Understandings:** *Students will understand that…*  -The Renaissance and Reformation was a period of rebirth, conflict, and change  - The causes, course, and consequences of World War I.  -The similarities and differences of America, France and Latin America revolution and effect on self-government and individual liberties.  -The motives, methods, and consequences of colonization and imperialism. | **Essential Questions:**  -What is the relationship between religion and empire  -How does geography influence destiny  -Why does a country experience revolution, What social, economic and political factors lead to revolution  -How have the legacies of imperialism and conflict shaped our world |
| Students will know:  - The Renaissance and Reformation in Europe in terms of its impact on Western civilization.  - The worldwide impact of World War I.  - The cause and effects of American, France and Latin American Revolutions, and effects they had on government and societies.  - Of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns. | Students will be able to:  -Analyze the economic foundations of the Renaissance.  -Analyze the economic and political causes of World War I and how they interacted as well as the impact of technology on the war.  - Compare and contrast the cause and effects of Revolutions.  - Describe the influence of geography on the cultural and economic development of Japan, China, Southeast Asia and India. |

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| STAGE 2 – ASSESSMENT EVIDENCE | |
| **Performance Tasks:**  -Create a timeline of developments during renaissance and Reformation period of significant events  - Create a presentation on the rise of a dictatorial regime (Japan, Italy, Germany, Soviet Union),  - create a vin diagram depicting the similarities and differences between reasons for the American, French revolutions.  - Create a presentation on some of the changes to culture due to imperialism. | **Other Evidence:**  -Discuss and list some of the significant contributions the renaissance and reformation period, brought about.  - Discuss some of the effects dictatorship has on countries  - Respond to questions about technological that came out of WWI, and the human toll the war took on civilians.  - Discuss how both revolutions (French and American) were born out of Enlightenment ideals.  - Design a picture book from the viewpoint of those who were colonized. |
| **Key Criteria:** | |

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| STAGE 3 – LEARNING PLAN |
| **Summary of Learning Activities:** |

Paul Green Week 1, Assignment 4

* **Describe five state or DoDEA curriculum standards/learning outcomes from either elementary or secondary education that are reflected in the Council for Social Studies 10 Themes for social studies education.**

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| **Theme** | **DODEA Standard and Example** |
| **Culture** | **10SS2:** Students analyze the historical developments of the Reformation.  Example**: 10SS2.f:** Describe the Golden Age of cooperation between Jews and Muslims in  medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups.  Examples: the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492. |
| **Time, Continuity, and Change** | **10SS7**: Students analyze the causes and trace the course of the first World War.  Example**: 10SS7.a**: Compare and contrast global imperialism, nationalism, militarisms, and  secret alliances that lead to World War I. |
| **People, Places, and Environment** |  |
| **Individual Development and Identity** |  |
| **Individuals, Groups, and Institutions** |  |
| **Power, Authority, and Governance** | **10SS4**: Students compare and contrast the Revolutions of America, France, and Latin America and their enduring effects on Global political expectations for self-government and individual liberty.  Example: **10SS4.a**: Compare the major ideals of philosophers and their impact on the  revolutions in England, the United States, and Latin America. Ie.. John Locke, Charles-Louis Montesquieu, Jean-JacquesRousseau, SimonVolivar, Thomas Jefferson, and James Madison |
| **Production, Distribution, and Consumption** |  |
| **Science, Technology, and Society** | **10SS1**: Students analyze the effects of the Renaissance in Europe.  Example: **10SS1.e:** Analyze the impact of science upon technology, government, economy, and society in Europe, and explain the global importance of the Scientific Revolution.  Examples: impact of scientific theories of Copernicus, Galileo, Kepler, Newton and the significance of new inventions of the telescope, microscope, and barometer |
| **Global Connections** | **10SS6**: Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries; Africa, Southeast Asia, China, India, Latin America, or the Philippines.  **Example: 10SS6.c:** Compare and contrast the impact of imperialism on social and economic  systems. |
| **Civic Ideals and Practices** |  |